

# New York State School Report Card Comprehensive Information Report

BEDS Code: 02-06-01-04-0001

Grade Range : K-12

Name: Andover School

Principal: Richard Mcinroy

## Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	22	36	31
First	27	28	33
Second	27	22	26
Third	33	28	27
Fourth	32	32	31
Fifth	31	37	35
Sixth	25	32	39
Ungraded Elementary	7	0	0
Seventh	36	25	33
Eighth	32	35	26
Ninth	25	34	36
Tenth	32	28	31
Eleventh	21	35	30
Twelfth	36	19	34
Ungraded Secondary	0	0	1
Total K-12 Enrollment	386	391	413

## Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	0	0.0%	0	0.0%	1	0.2%
Black (Not Hispanic)	3	0.8%	2	0.5%	3	0.7%
Hispanic	5	1.3%	7	1.8%	6	1.5%
White (Not Hispanic)	378	97.9%	382	97.7%	403	97.6%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	11	18	15
Common Branch	14	14	16
English Grade 8	15	32	26
Mathematics Grade 8	14	33	0
Science Grade 8	16	16	13
Social Studies Grade 8	16	16	14
English Grade 10	15	15	18
Mathematics Grade 10	10	9	20
Science Grade 10	34	0	19
Social Studies Grade 10	29	29	17

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
64	All schools in this group serve students from Kindergarten through Grade 12. Assessment results and accountability measures for schools in this group are compared with similar schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	96	24.9%	83	21.2%	91	22.0%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.8%		95.3%		96.0%
Student Suspensions	35	8.6%	8	2.1%	23	5.9%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	10.9%	11.3%	8.2%
Public Assistance	1-10%	1-10%	31-40%
Student Stability	97%	95%	94%

### Staff Counts

Staff	2002–2003
Total Teachers	41
Total Other Professional Staff	4
Total Paraprofessionals	NA
Teaching Out of Certification*	2
Teachers with Temporary Licenses	2

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	32	12	38%	14	4	29%	25	11	44%
Students with Disabilities	1	0	0%	1	0	0%	4	0	0%
All Students	33	12	36%	15	4	27%	29	11	38%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	5	11	0	2	11	0
Percent	17%	38%	0%	7%	38%	0%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
4	0	0	4

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			0		3	
	Entered GED Program*			2		0	
	Total Noncompleters			2		3	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			0		1	
	Total Noncompleters			1		2	
All Students	Dropped Out	3	2.6%	1	0.9%	4	3.0%
	Entered GED Program*	0	0.0%	2	1.7%	1	0.8%
	Total Noncompleters	3	2.6%	3	2.6%	5	3.8%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		39%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		4	0
	Number of All Students		4	0
	Percent of Enrollment		6%	0%
6-8	Number of General-Education Students		55	26
	Number of Students with Disabilities		5	7
	Number of All Students		60	33
	Percent of Enrollment		65%	34%
9-12	Number of General-Education Students		92	27
	Number of Students with Disabilities		24	2
	Number of All Students		116	29
	Percent of Enrollment		100%	22%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	0	0%
Science	100	100%	1	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	2	#	3	#	0	0%
U.S. Hist & Gov't	5	60%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	0	0%	0	0%	3	#
Reading	1	#	1	#	1	#
Writing	1	#	1	#	1	#
Global Studies	4	#	0	0%	0	0%
U.S. Hist & Gov't	1	#	1	#	2	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	30	36	30	2	1	0
Number Scoring 55–100	28	32	30	#	#	0
Number Scoring 65–100	24	26	30	#	#	0
Number Scoring 85–100	2	1	16	#	#	0
Percentage of Tested Scoring 55–100	93%	89%	100%	#	#	0%
Percentage of Tested Scoring 65–100	80%	72%	100%	#	#	0%
Percentage of Tested Scoring 85–100	7%	3%	53%	#	#	0%
<b>Mathematics A</b>						
Number Tested	0	27	9	0	0	0
Number Scoring 55–100	0	20	9	0	0	0
Number Scoring 65–100	0	14	7	0	0	0
Number Scoring 85–100	0	4	0	0	0	0
Percentage of Tested Scoring 55–100	0%	74%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	52%	78%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	15%	0%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	10	0	0	0
Number Scoring 55–100	0	0	7	0	0	0
Number Scoring 65–100	0	0	4	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	70%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	40%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	35	39	35	1	0	2
Number Scoring 55–100	35	39	33	#	0	#
Number Scoring 65–100	26	29	31	#	0	#
Number Scoring 85–100	3	5	12	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	94%	#	0%	#
Percentage of Tested Scoring 65–100	74%	74%	89%	#	0%	#
Percentage of Tested Scoring 85–100	9%	13%	34%	#	0%	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	31	35	32	2	1	1
Number Scoring 55–100	22	27	32	#	#	#
Number Scoring 65–100	21	24	31	#	#	#
Number Scoring 85–100	1	8	10	#	#	#
Percentage of Tested Scoring 55–100	71%	77%	100%	#	#	#
Percentage of Tested Scoring 65–100	68%	69%	97%	#	#	#
Percentage of Tested Scoring 85–100	3%	23%	31%	#	#	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	31	26	33	2	0	3
Number Scoring 55–100	22	26	30	#	0	#
Number Scoring 65–100	18	22	25	#	0	#
Number Scoring 85–100	2	3	8	#	0	#
Percentage of Tested Scoring 55–100	71%	100%	91%	#	0%	#
Percentage of Tested Scoring 65–100	58%	85%	76%	#	0%	#
Percentage of Tested Scoring 85–100	6%	12%	24%	#	0%	#
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	23	26	34	0	0	4
Number Scoring 55–100	22	25	30	0	0	#
Number Scoring 65–100	19	24	27	0	0	#
Number Scoring 85–100	3	10	7	0	0	#
Percentage of Tested Scoring 55–100	96%	96%	88%	0%	0%	#
Percentage of Tested Scoring 65–100	83%	92%	79%	0%	0%	#
Percentage of Tested Scoring 85–100	13%	38%	21%	0%	0%	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		10	10		0	0
Number Scoring 55–100		6	8		0	0
Number Scoring 65–100		3	4		0	0
Number Scoring 85–100		0	0		0	0
Percentage of Tested Scoring 55–100		60%	80%		0%	0%
Percentage of Tested Scoring 65–100		30%	40%		0%	0%
Percentage of Tested Scoring 85–100		0%	0%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	8	11	13	0	0	0
Number Scoring 55–100	7	11	13	0	0	0
Number Scoring 65–100	7	11	11	0	0	0
Number Scoring 85–100	1	5	2	0	0	0
Percentage of Tested Scoring 55–100	88%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	88%	100%	85%	0%	0%	0%
Percentage of Tested Scoring 85–100	12%	45%	15%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	25	12	2	2	0	0
Number Scoring 55–100	18	4	#	#	0	0
Number Scoring 65–100	14	3	#	#	0	0
Number Scoring 85–100	3	1	#	#	0	0
Percentage of Tested Scoring 55–100	72%	33%	#	#	0%	0%
Percentage of Tested Scoring 65–100	56%	25%	#	#	0%	0%
Percentage of Tested Scoring 85–100	12%	8%	#	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	14	12	9	0	0	0
Number Scoring 55–100	8	4	5	0	0	0
Number Scoring 65–100	6	2	1	0	0	0
Number Scoring 85–100	2	0	0	0	0	0
Percentage of Tested Scoring 55–100	57%	33%	56%	0%	0%	0%
Percentage of Tested Scoring 65–100	43%	17%	11%	0%	0%	0%
Percentage of Tested Scoring 85–100	14%	0%	0%	0%	0%	0%

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	30	100%	25	100%	26	85%
Students with Disabilities	0	0%	1	#	3	#

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	31	3%	23%	61%	13%
	Students with Disabilities	5	20%	40%	40%	0%
	All Students	36	6%	25%	58%	11%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	22	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	25	0%	40%	56%	4%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

## 1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	24	24	24	4	4	4	28	28	28
Number Scoring 55–64	#	#	#	#	#	#	2	0	1
Number Scoring 65–84	#	#	#	#	#	#	22	19	17
Number Scoring 85–100	#	#	#	#	#	#	3	6	5
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)